**Français 3**

**Interpersonal Speaking Rubric[[1]](#footnote-1)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Beginning  1 | Developing  3 | Accomplished  5 | Exemplary  7 |
| ***Treatment of topic*** | Answers do not indicate any knowledge about different aspects of food allergies and their symptoms. | Answers are simplistic and/or suggest general knowledge about food allergies and their symptoms. | Answers are generally correct and communicate good knowledge about different aspects of food allergies and their symptoms. | Answers are substantive. They demonstrate very good knowledge about different aspects of food allergies and their symptoms. |
| ***Comprehensibility*** | Partially  understandable,  with errors that force  interpretation and  cause confusion for listener. | Generally  understandable, with  errors that *may* impede  comprehensibility. | Fully understandable,  with some errors  which do not impede  comprehensibility. | Fully understandable,  with ease and clarity of  expression; occasional  errors do not impede  comprehensibility. |
| ***Vocabulary / Organization*** | Limited vocabulary;  ineffective use of  **transitional elements.**  . | Appropriate but basic vocabulary ;  limited use of  **transitional elements**. | Varied and generally appropriate vocabulary; some  effective use of  **transitional elements** . | Varied and appropriate vocabulary; effective  use of **transitional**  **elements**. |
| ***Structure*** | Limited control of  grammar, syntax and usage | Some control of  grammar, syntax and usage | General control of  grammar, syntax and usage | Accuracy and variety in  grammar, syntax and  usage, with few errors. |
| ***Fluency*** | Pronunciation,  intonation and pacing  make the responses  difficult to comprehend  at times; errors impede  comprehensibility. | Pronunciation,  intonation and  pacing make the  responses generally  comprehensible; errors  occasionally impede comprehensibility. | Pronunciation,  intonation and  pacing make the  responses mostly  comprehensible; errors  do not impede  comprehensibility | Pronunciation,  intonation and pacing  make the responses  comprehensible;  errors do not impede  comprehensibility |

1. **Rubric text in *italics* is taken from JBHS School Learning Expectations** [↑](#footnote-ref-1)